

Evaluating provision and outcomes for Looked After Children

What are the criteria?	How will you evaluate and evidence it?	How good is it?
<p><u>Achievement of LAC at the school</u></p> <ul style="list-style-type: none"> <li>• How well LAC make progress relative to their starting points.</li> <li>• How well they learn in lessons.</li> <li>• The quality of their work in a range of subjects.</li> <li>• How well they develop a range of skills (S) and apply these across the curriculum.</li> <li>• Standards by the time they leave the school, including in reading (R), writing(W) and mathematics (Ma).</li> <li>• How well gaps are narrowing with others groups in school and all pupils nationally.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of RAISEonline for up to 3 years, incl. attainment and VA data for groups.</li> <li>• School progress tracking data for LAC compared to other groups.</li> <li>• Outcomes of phonics screening checks.</li> <li>• Listening to pupils read.</li> <li>• Observation of lessons and other learning activities, with a focus on progress of LAC.</li> <li>• Scrutiny of LAC vs other pupils' work.</li> <li>• Discussions with pupils about their work.</li> <li>• Outcomes of parent, pupil and staff questionnaires.</li> <li>• Case studies for individual LAC, demonstrating a range of strategies for supporting their achievement, e.g. assertive mentoring.</li> </ul>	<p><u>Outstanding:</u> LAC are making rapid and sustained progress in most subjects over time given their starting points. They learn exceptionally well and as a result acquire knowledge (K) quickly and in depth and are developing their understanding (U) rapidly in a wide range of different subjects. They develop and apply a wide range of S to great effect, including R, W, communication and Ma skills, across the curriculum that will ensure they are exceptionally well prepared for their next stage of education, employment or training (EET). The standards of attainment of LAC are likely to be at least in line with national averages for all pupils with many above average. Where their standards for LAC are below those of all pupils nationally, the gap is closing dramatically over time as shown by a wide range of attainment indicators.</p>
		<p><u>Good:</u> LAC in the school are making better progress than LAC nationally. They acquire K quickly and are secure in their U in different subjects. They develop and apply a range of skills well, including R, W, communication and Ma skills, across the curriculum that will ensure they are well prepared for their next stage of EET. The standards of attainment of LAC are likely to be at least in line with national averages for all pupils. Where standards for LAC are below those of all pupils nationally, the gaps are closing. If their attainment is low, it is improving at a faster rate than nationally over a sustained period.</p>
		<p><u>Satisfactory:</u> LAC are making progress in line with similar groups of pupils nationally. They generally learn well in most subjects, with no major weaknesses. As a result, they are acquiring KUS, including those in R, W, communication and Ma, to ensure that they are prepared adequately for their next stage of EET. The standards of attainment of LAC are likely to be in line with national averages for all pupils. Where standards for LAC are below those of all pupils nationally, the gaps are closing overall. Where their attainment is low, it is improving over a sustained period.</p>
		<p><u>Inadequate</u></p> <ul style="list-style-type: none"> <li>• The learning and progress of LAC is consistently below those of all pupils nationally given their starting point <b>or</b></li> <li>• Their communication skills, including in R, W and Ma, are not sufficient for the next stage of education or training <b>or</b></li> <li>• Their attainment is consistently low, showing little, fragile or inconsistent improvement, or is in decline <b>or</b></li> <li>• There are wide gaps in attainment between LAC, other groups and all pupils nationally that are showing little sign of closing or are widening.</li> </ul>

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<p><u>Quality of teaching for LAC in the school</u></p> <ul style="list-style-type: none"> <li>• Expectations for LAC are appropriate (and planning reflects this).</li> <li>• Teaching enables LAC to develop skills in R, W, communication and Ma.</li> <li>• Strategies and tasks are matched to learning needs and engage LAC.</li> <li>• Assessment of learning and feedback means LAC know how to improve.</li> <li>• Teachers' questioning and use of discussion promote their learning.</li> <li>• Pace and depth are maximised as a result of monitoring learning and responding to pupils' feedback.</li> <li>• Teachers foster curiosity, enthusiasm, engagement and motivation to learn.</li> <li>• Teachers use expertise to develop K, U &amp; S of LAC across a range of subjects.</li> <li>• Teachers develop their skills to learn for themselves, including homework.</li> <li>• Provision for LAC with SEND means their learning improves.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of lessons, with a focus on teaching and learning of LAC.</li> <li>• Learning walks of a number of lessons with a focus on provision for and response of LAC.</li> <li>• Scrutiny of LAC's work, including level of challenge and how well marking and assessment is used to help them improve.</li> <li>• Discussions with LAC about their work and experience of teaching and learning over time.</li> </ul>	<p><u>Outstanding:</u> Ts have consistently high expectations of LAC. They plan and set challenging tasks for LAC based on systematic/accurate assessment of prior KUS. Well judged and imaginative T strategies, with focused/timely interventions/ support, match LAC's needs accurately so they learn exceptionally well. The T of R, W, C and Ma is highly effective. Ts/other adults generate LAC's high levels of enthusiasm for, participation in and commitment to learning. T promotes LAC's resilience, confidence and independence in tackling challenging activities. Ts systematically check LACs' understanding, intervening with notable impact. Appropriate/regular HW contributes very well to LAC's learning. Marking and constructive feedback are frequent and of a high quality, leading to high levels of engagement and interest on the part of LAC.</p>
		<p><u>Good:</u> Ts have high expectations of LAC. They use expertise and accurate assessment of LAC's prior KUS to plan effectively and set challenging tasks. Effective T strategies, with appropriately targeted support/ intervention, match most LAC's needs so they learn well. Teaching of R, W, C and Ma is very efficient. Ts/ other adults motivate/ enthuse most LAC to participate. T generally promotes LAC's resilience, confidence and independence in tackling challenging activities. Ts skilfully listen to/observe/ question LAC in order to reshape explanations/ tasks to improve learning. T deepens LAC's K and U and develops a range of S. Appropriate/regular HW contributes well to LAC's learning. Ts assess LAC's progress regularly/accurately and discuss it with them so they know how to improve.</p>
		<p><u>Satisfactory:</u> Ts' expectations enable/encourage most LAC to work hard and achieve satisfactorily. Due attention is often given to the assessment of LAC's learning it is not always rigorous enough and may result in repetition and unchallenging tasks. Ts monitor LAC's work, picking up general misconceptions and adjusting plans. These adaptations occasionally are not timely/relevant and this slows learning. T strategies ensure LAC's needs are usually met. Ts carefully deploy additional support and set appropriate HW, which contribute reasonably well to learning. LAC are informed about progress and how to improve through marking/dialogue that is usually timely and encouraging. This approach ensures most LAC want to work hard and improve.</p>
		<p><u>Inadequate</u></p> <ul style="list-style-type: none"> <li>• LAC are making inadequate progress <b>or</b></li> <li>• Ts do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate LAC <b>or</b></li> <li>• LAC cannot communicate, read, write or use mathematics as well as they should <b>or</b></li> <li>• Learning activities are not sufficiently well matched to the needs of LAC.</li> </ul>

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<p><u>Behaviour and safety (B&amp;S) of LAC</u></p> <ul style="list-style-type: none"> <li>• LAC's attitudes to learning and conduct in lessons and around the school.</li> <li>• Pupils' (including LAC) behaviour towards and respect for other pupils and adults, including freedom from bullying/harassment.</li> <li>• How well teachers manage the behaviour/expectations of pupils to ensure LAC have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.</li> <li>• LAC's ability to assess and manage risk appropriately and keep themselves safe.</li> <li>• LAC's attendance in and punctuality to school and lessons.</li> <li>• How well the school ensures the systematic and consistent management of behaviour.</li> <li>• <i>(Note: bullying includes cyber-bullying and prejudice-based bullying relating to SEND, sexual orientation, sex, race and religion.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Analyses of bullying incidents involving LAC, identifying types, rates and patterns over time.</li> <li>• Discussions with LAC about behaviour and safety in school, including different types of bullying.</li> <li>• Outcomes of pupil (including LAC), parent and staff questionnaires about behaviour and safety.</li> <li>• Learning walks of a number of lessons with a focus on attitudes to learning and behaviour of and affecting LAC.</li> <li>• Analysis of behaviour incident logs, complaints, exclusions, rewards and sanctions involving LAC.</li> <li>• Specific e examples of strategies/ changes implemented to improve behaviour/attendance (including work with parents) with evidence of impact.</li> <li>• Rates/patterns of permanent/fixed-term exclusions for LAC, including impact of the school's work to follow up and support excluded LAC.</li> <li>• Examples of the school's robust response to any extremist behaviour involving LAC.</li> <li>• Analyses of RAISEonline data for overall and persistent absence of LAC.</li> <li>• Records of punctuality to school and lessons for LAC, together with impact of any action taken to improve it.</li> <li>• Information about LAC's behaviour and attendance if educated off-site.</li> <li>• Case studies to evaluate the experience of individual LAC.</li> </ul>	<p><u>Outstanding:</u> All stakeholders (including LAC) are highly positive about B&amp;S. LAC learn/thrive in an atmosphere of respect/dignity. They show/are shown very high levels of engagement/courtesy/collaboration/cooperation in/out of lessons. Excellent attitudes mean LAC's learning proceeds uninterrupted. LAC are punctual to school/lessons. They manage their behaviour in classrooms/socially, supported by systematic/consistent behaviour management. They are calm/orderly/considerate moving around school. There are excellent improvements in LAC's behaviour over time. Bullying involving LAC is extremely rare. They are aware of different forms of bullying and act to prevent it. The school has a highly effective approach to tackling bullying. LAC feel safe at school at all times. They understand unsafe situations/know how to keep themselves and others safe. LAC's attendance is above average or shows sustained/ convincing improvement over time.</p>
		<p><u>Good:</u> Stakeholders (including LAC) express few well-founded concerns about B&amp;S. Pupils are typically considerate/respectful/courteous to staff/each other making a well ordered/safe school. Nearly all LAC are punctual to school/lessons. They demonstrate positive attitudes towards Ts/their learning/each other. Their engagement allows lessons to flow; disruptive incidents are unusual. LAC respond well to the school's strategies for managing/improving behaviour. There are marked improvements in their behaviour over time. Bullying involving LAC is rare; they are aware of different forms and try to prevent it. The school swiftly/successfully addresses incidents, thus gaining confidence of pupils/parents. LAC feel safe at school; they understand unsafe situations/how to keep safe. LAC's attendance is above average or shows sustained/convincing improvement over time.</p>
		<p><u>Satisfactory:</u> Stakeholders (including LAC) are generally positive about B&amp;S, albeit with some concerns. Pupils' behaviour/engagement, including punctuality to school/lessons contributes to a safe/orderly environment. In lessons, LAC respond promptly to T's direction and work cooperatively. Major disruption is uncommon/low-level occurs occasionally. Behaviour management procedures are clear but there is some inconsistent application. LAC are aware of the school's strategies for managing/improving behaviour and try hard to respond; improvements over time are evident for LAC. Bullying is infrequent, and LAC are aware of different forms and the importance of preventing them. The school generally deals with any incidents promptly/effectively, thus gaining confidence of pupils/parents. LAC feel safe at school. They know the main risks and how these may threaten their own/others' safety. LAC's attendance is at least average. If below average it is improving over time.</p>
		<p><u>Inadequate</u></p> <ul style="list-style-type: none"> <li>• Major/well founded concerns about B&amp;S are raised that are not being addressed and affect LAC <b>or</b></li> <li>• Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment for LAC <b>or</b></li> <li>• A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school <b>or</b></li> <li>• Bullying of LAC is frequent or pupils have little confidence in the school's ability to address it <b>or</b></li> <li>• LAC do not feel safe.</li> <li>• LAC's attendance is consistently low and shows little or no sign of improvement.</li> </ul>

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<p><u>Leadership and management of LAC</u></p> <ul style="list-style-type: none"> <li>• Demonstrates high expectations for what LAC can achieve.</li> <li>• Improves teaching and learning for LAC, including management of behaviour.</li> <li>• Provides a broad and balanced curriculum for LAC that: meets their needs; enables them to make progress and achieve potential; promotes their good behaviour and safety and SMSC development.</li> <li>• Evaluates strengths and weaknesses and uses finding to promote improvement for LAC.</li> <li>• Improves provision and outcomes for LAC by developing capacity and high standards among all staff.</li> <li>• Engages with parents and carers in supporting LAC's achievement, behaviour and safety and their SMSC development.</li> <li>• Ensures that LAC are safe.</li> <li>• <i>(Note: leadership and management includes governance where relevant.)</i></li> </ul>	<p>Examples of how L&amp;M at all levels have enabled LAC to overcome specific barriers to learning and promoted improvements for LAC, including:</p> <ul style="list-style-type: none"> <li>• The school's vision statement, priorities on improvement plans and relevant policies and procedures.</li> <li>• CPD programme with relevant inputs re LAC highlighted.</li> <li>• Examples of PM objectives for senior and middle leaders re LAC.</li> <li>• Targets for LAC which are appropriately challenging/achieved.</li> <li>• Effective progress tracking systems and processes, including line management meetings, which take into account the performance of LAC.</li> <li>• Destination and NEET figures for LAC compared with other groups.</li> <li>• Curriculum plan showing a range of different pathways for LAC.</li> <li>• Information about quality of care, guidance and support for LAC.</li> <li>• Examples of issues identified, action taken and impact on provision/outcomes for LAC.</li> <li>• Minutes of GB meetings showing SLT held to account for progress of LAC.</li> <li>• Case studies of how LAC's parents/carers have been engaged.</li> <li>• Arrangements for child protection.</li> <li>• Procedures for following up absence of LAC.</li> <li>• Examples of successful multi-agency partnership work.</li> </ul>	<p><u>Outstanding:</u> The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising/highly successful drive to strongly improve, or maintain the highest levels of, achievement for LAC over time. All L&amp;M are highly ambitious for LAC and lead by example. They base actions on a deep/accurate understanding of performance and of staff/LAC's skills/attributes. Key leaders focus relentlessly on improving T&amp;L of LAC, which is at least consistently good. Curriculum: provides highly positive/memorable experiences/rich opportunities for high quality learning; has a very positive impact on behaviour and safety; contributes very well to LAC's achievement and SMSC development. The school has highly successful strategies for engaging parents/carers to the benefit of LAC, including those who might traditionally find working with school difficult. Arrangements for safeguarding LAC meet statutory requirements and give no cause for concern.</p> <p><u>Good:</u> Key L&amp;M consistently communicate high expectations/ambition for LAC. They model good practice and monitor/improve/support teaching, encouraging staff enthusiasm and channelling efforts/skills to good effect. As a result teaching of LAC is improving and at least satisfactory, with much that is good. Planned actions based on accurate self-evaluation to address weaknesses re LAC are concerted and effective so achievement has improved or consolidated good performance. Curriculum: provides well organised/imaginative/effective opportunities for LAC's learning; promotes positive behaviour and safety; provides a broad range of experiences that contribute well to their achievement/SMSC development. The school usually works well with LAC's parents/carers, including those who might traditionally find working with the school difficult, to achieve positive benefits. Arrangements for safeguarding LAC meet statutory requirements and give no cause for concern.</p> <p><u>Satisfactory:</u> HT/most key Ls have concerted approach to improvement re LAC. Planned actions by L&amp;M have improved teaching of LAC so little is inadequate. Most staff/pupils are fully committed to drive/ambition shown by key Ls. Capacity demonstrated by trend of sustained improvement in LAC's achievement/behaviour/safety, although a few significant weaknesses remain. Essential systems are embedded enough to enable school to continue improving and do not depend on a few senior Ls. Curriculum: generally matched to LAC's needs/interests/aspirations; provides adequate preparation for next stage whatever starting points. School usually works well with LAC's parents/carers but may be less successful in engaging those who might traditionally find working with school difficult. Arrangements for safeguarding LAC meet statutory requirements and give no cause for concern.</p> <p><u>Inadequate</u></p> <ul style="list-style-type: none"> <li>• Current L&amp;M have not secured essential improvements re LAC since the last inspection <b>or</b></li> <li>• L&amp;M are not taking effective steps to secure satisfactory and better teaching for LAC <b>or</b></li> <li>• The curriculum fails to meet the needs of LAC <b>or</b></li> <li>• Despite remedying a few small areas of weakness re LAC, perhaps recently, improvements are fragile, too slow or depend on external support <b>or</b></li> <li>• The school's strategies for engaging with LAC's parents/carers are weak so they are not involved sufficiently in supporting their children's learning and development <b>or</b></li> <li>• The school's arrangements for safeguarding LAC do not meet statutory requirements and give serious cause for concern.</li> </ul>

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